

100 = A+

# EDC 423 Lesson Plan Points Sheet Total Points = 125

	Possible Points	Actual Points	Comments
<b>Lesson overview (13 points)</b>			
Summary concise, including theme	2	2	
Genre & Criteria for quality literature	2	2	
Readability accurate	2	2	
Context clear and appropriate	3	3	
Appropriate groupings & rationale	2	2	
Lists teacher and student materials	2	2	
<b>Objectives/Outcomes (14 points)</b>			
Strategy objective: Clear, appropriate, measurable	3	3	
Linked to appropriate GLEs	2	2	
Linked to appropriate RIPTS	2	2	
Response objective: Clear, appropriate, measurable	3	3	
Linked to appropriate GLEs	2	2	
Linked to appropriate RIPTS	2	2	
<b>Pre-reading (8 points)</b>			
Activates prior knowledge	2	2	
Engages students in theme	2	2	
Sets purpose for reading	2	2	
Step-by-step, clear instruction	2	2	
<b>During Reading (32 points)</b>			
<b>Comprehension strategy instruction (18 points)</b>			
Appropriate step-by-step instruction			
Explain/Define/Model	4	4	
Think-aloud teacher prompts	6	6	
Expected student responses	6	6	
Concise strategy clarification	2	2	
<b>Guided reading questions (14 points)</b>			
Questions/answers labeled (L, I, E)	2	2	
Initial questions help build meaning	4	4	
Initial questions also link to strategy use	2	2	
Follow-up questions support learners	6	6	

happens in large or small group

good purposeful questions to deepen understanding - happens in small group

	Possible Points	Actual Points	Comments
<b>Independent Practice (4 points)</b>			
Comprehension activity appropriate	2	2	
Activity clearly explained	2	2	
<b>After-reading responding (12 points)</b>			
Activities extends text	2	2	
Clearly described response activity	3	3	
Response activity appropriate	2	2	
Clearly described independent strategy application	3	3	
Strategy practice activity appropriate	2	2	
<b>Engaging all students (4 points)</b>			
Clearly described how engaged all students in lesson during instruction	2	2	
Clearly described how engaged all students in lesson during response	2	2	
<b>Evaluation (13 points)</b>			
Clearly states in narrative form how objective 1 is evaluated	2	2	
Clearly states in narrative form how objective 2 is evaluated	2	2	
Evaluation is measurable	2	2	
At least one rubric clear, appropriate	3	3	
Worksheet/response prompts clear	4	4	
<b>Mechanics (9 points)</b>			
Sections clearly labeled	1	1	
Professional language	5	5	
Grammar, punctuation, spelling	5	5	
<b>TOTAL</b>	125	125	

## EDC423 LESSON PLAN ASSIGNMENT TEMPLATE

Name: \_\_\_\_\_  
Book Title: Maniac Magee  
Author: Jerry Spinelli

### LESSON OVERVIEW

**Summary:** In *Maniac Magee*, orphan Jeffrey Magee finds himself on the run from his aunt and uncles house. After running for a year, Jeffrey ends up in Two Mills, a town that is racially divided. In the town he struggles to unite the people from the East and West ends while simultaneously finding a place that he can call home. First, Jeffrey meets Amanda Beale, an African American girl who lives on the East End, and ends up staying with her family. However, racial tensions erupt and Jeffrey goes back on the run far away from the Beales' home. Jeffrey goes from place to place until he ends up in the McNab home, lived in by a very racist family. When Jeffrey tries to bring Mars Bar to the McNab's house, it ends in disaster and Jeffrey goes back to the buffalo pen at the zoo. The problem is solved when Mars Bar saves the McNab brothers and the races are united. Also, Amanda tracks down Jeffrey and tells him that he is to move back home. The author's message is that families come in all shapes, sizes, and colors. ✓

**Genre and Evidence of Quality Literature:** *Maniac Magee* falls into the realistic fiction genre. The book is a piece of quality realistic fiction because it engages the readers to care about the outcome by connecting the reader to the main character. As the story develops readers begin to care about Maniac and want to see him end up in a home. Also, character development forms an integral part of the story, as the reader sees Maniac develop over time, and become aware of who he is as a person. In addition, Maniac is faced with the challenging situation of finding a home and a family in a town where racial lines are clearly drawn. He solves the problem by getting the town to breakdown the racial barrier, and he ends up with a family that truly cares about him; thus creating an optimistic message for the reader. Finally, *Maniac Magee* is a piece of quality literature because it deals with issues; such as racism, family, and friendship, that are relevant to the relationships and problems readers have today. *good!*

**Readability:** Grade Level: 5<sup>th</sup> Grade ✓  
129.6 syllables per 100 words/ 8.2 sentences per 100 words

**Context:** This lesson will take place towards the middle of the fifth grade school year and will cover Chapters 12-17. At this point, the students have learned some of the comprehension strategies during the beginning of the year, but they are still practicing their summarizing skills; ✓ which is a more difficult strategy to master. The students will also be learning visualizing, which can also be a more difficult strategy and requires knowledge of some of the other strategies. We have just started discussing families as a class, and during these chapters we see Maniac live with his first real family, the Beale's. This will be our first major introduction on the topic of family as we plan to talk more about the different types of families there are in the story. Also, these chapters will be a good starting point on our discussions of race. The lesson will take place both during the morning and the afternoon, with a focus on the actual reading and strategy use in the morning.

*guided reading should be in small groups also.*

**Grouping Decisions and Rationale:** The think-aloud and guided reading sections will be done with the whole group that way everyone can benefit from the strategies being modeled and reinforced. The independent practice activity will be done independently so that the students can practice the skills on their own before discussing it with their peers. Then the after reading activity will be done in groups of five. These groups will be chosen by me and they will include a mix of students from all different reading levels and mixed gendered and ethnicities too. This will allow the students to work with members of the class who they do not normally work with. Also by working in a group for the last activity it will allow the students to help each other practice the strategies they are learning.

*OK - often guided reading is done in small groups while other students rotate thru centers / response activities*

**Materials:** *Frame it in 5* Summarizing Sheets, rules for 60:30:10: Shoot, journals or lined paper, pencils, white computer paper, markers

### OBJECTIVES / OUTCOMES

1. **Reading Comprehension Objective:** After reading chapters 13 and 14 students will create a journal entry from Maniac's point of view, in which they visualize Maniac's life with the Beale's.

**GLE R-5-5.2:** Analyze and interpret elements of literary text, citing evidence where appropriate by describing characters' physical characteristics, personality traits, and interactions.

*OK ✓ maybe GLE 12 also, inferencing, making etc or 5.53*

**GLE W-5-1.1:** Students demonstrate command of structures of sentences, paragraphs, and texts by using varied sentence length and structure to enhance meaning.

**BTS: 2.7:** Teachers generate multiple paths to knowledge and encourage students to see, question and interpret concepts from a variety of perspectives.

2. **Reading Response Objective:** The students, in groups of five, will create and perform a 60:30:10:Shoot skit on one of the chapters between 12-16; as well as, a *Frame it in Five* Summary Sheet for their assigned chapter, in order to practice their summarizing skills.

**GLE R-5-4.2:** Demonstrates initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced as appropriate to the text.

**GLE W-5-2.2:** In response to literary or informational text, students show understanding of plot, concepts, and ideas by summarizing key ideas.

**BTS 1.1:** Teachers reflect a variety of academic, social, and cultural experiences in their teaching.

**BTS 6.5:** Teachers help students establish a classroom environment characterized by mutual respect and intellectual risk taking.

### PRE-READING

Develop/Activate Prior Knowledge: I am going to activate their knowledge about families.

"What is a family? Who are the people that are included in a family? Can families be different and how so? Families are made up of the people who love and care for you. They can come in all different shapes, sizes and colors. So far in our reading of *Maniac Magee* we have seen one



type of family, as we continue reading we will meet many different families. What similarities and differences do you think these families will have?"

Engage students in book's theme: I am going to have the students make a personal connection by having them draw pictures of their families. Then as a class I will have volunteers share the pictures that they drew of their families. Afterwards I'll ask, "What types of families did we see from our peers? Who were the members that made up their families? Were all of the families the same? What made them similar or different from one another?" I want to further enforce the fact that families are all different, which is one of the main themes in the book.

Set purpose for reading the selection: "We have just discussed and defined what it means to be a family, and you have shown me pictures of your families. We have also seen that all families are different, but that does not mean that one is better or worse than the other. Today we are going to see Maniac interact with another family. While we are reading I want you all to think about how this family is similar to or different from your own family."

## DURING READING INSTRUCTION

### I. Think-Aloud - Comprehension Strategy Instruction (Chapters 12 and 13)

**T Explain and Define:** Today we are going to practice using our visualizing skills. Visualizing is important because it helps a reader better understand the text by calling on his/her senses. It also gives the reader a richer experience with the text and helps with comprehension. There are many different ways to visualize; such as, creating a picture in my mind of the characters, setting, events, or to clarify something in the text. As we read *Maniac Magee* I am going to stop and practice visualizing. When I am visualizing, see if you can tell me what way I am doing it.

**T1:** "The scene in the kitchen...one glowing cloud of sauerkraut fumes." I am going to stop here because from the text I can already picture a quaint, all white kitchen with two little kids standing on the countertop. The little girl has her hair in braids, and both she and the boy are covered in sauerkraut that has managed to spill all over the floor. Both kids have shocked expressions on their faces, with their mouths gaped open. Also the once perfect white tiled floor is now a complete mess with shattered pieces, pots and pans, and sauerkraut all over the place. Can anyone tell me what they noticed about my visualization? Did anyone have a similar picture in their mind?

**S1:** You made a mental picture of what the characters look like by describing how messy they are and the look of shock on their faces. Also you visualized the setting of the kitchen and said it was a complete mess with pots and pans everywhere. I had a different picture of the kitchen because I thought it was blue and had a wood floor.

**T2:** "Before Maniac could go to sleep....and went back to bed." I want to stop here because I am having a strong emotional reaction to this passage. If I were Maniac and had not had a family up until now, I think it would have been really nice to be able to quietly creep down the stairs and say goodnight to the Beales. It would have felt warm and nice to know that I had a family that cared about me and who I could say goodnight to. Can anyone tell me what I did here?

**S2:** You visualized Maniac coming down the stairs to say goodnight to Mr. and Mrs. Beale. You thought that if you were Maniac it would have been really nice to be able to say goodnight to a family. This made you have an emotional reaction to what was going on. I always think it is very nice when my mom and dad say goodnight to me because it makes me feel loved.

**T3:** "Late one night...he was back on the floor." I am going to stop here because my body seems to be getting stiffer as I picture Maniac sleeping on the hard floor. I see a boy curled up in a ball on the floor with a light blanket twisted around him like a mummy. I can even feel the hard concrete that is under the carpet he is sleeping on. Picturing this actually reminds me of a time when I was little and I used to sleep on the floor in my parents' bedroom. Can anyone tell me what type of visualizing I did this time? Did anyone have the same reaction that I did to this passage?

**S3:** You had a strong physical reaction to picturing Maniac sleeping on the floor. You said you had a stiff back trying to picture it. Also, you visualized by using your senses when you said that you could feel the hard concrete that Maniac was sleeping on. Finally, you used your visualization to make a personal connection that you had with the text. I have never slept on the floor but I imagine that it can't be quite comfortable.

**T Clarify:** Great job! You all showed me how well you understand visualizing. Visualizing the characters, settings and events is a great way to help you remember what is happening in the story. Also by using all of your senses you can make what you are reading much more pleasurable and engaging. Visualizing will help you greatly with your other skills as well; such as making connections and summarizing. I am glad that you let me show you how important visualizing can be for a reader. A little bit later we will have a chance to practice this skill some more, and we will see how helpful it can be.

## II. Guided Reading-Chapters 14-16 (pages 50-58)

Page 51

**Inferential:** Why do you think Maniac couldn't figure out why the East Enders called themselves black?

**Suggested response:** I think it was because all he saw were shades of brown and couldn't see the color black

**Follow-up question:** Do you think it was because he was so happy with his new family that skin color was not important to him?

**Suggested student response:** Yes, he loved the Beales so much that skin color wasn't an issue for him because he finally had a family

Page 53

**Literal:** Why was Jeffrey afraid of losing his name?

**Response:** Because losing his name would mean that he would lose the memory of his mother and father

**Follow-Up Question:** If you were Maniac, would you feel the same way he does now?

→ And it might help give you insight to make judgements about the characters and their family life

Q: What does this tell you about Maniac the Beales?  
A: They are beyond skin color to understand what truly makes a happy family.

**Response:** If I were Maniac I would not want to lose my name either because I wouldn't want to lose anything that reminded me of my parents. They are too special to me to lose.

Page 54

**Inferential:** What images did you see, when you think of an address?

**Response:** When I think of an address, I see a house with a number on it and inside of that house there is a happy family sitting at the kitchen table eating dinner and laughing.

**Follow-Up Question:** Why, then, would having an address be important to Maniac?

**Response:** It is important to him because it means that he has a home and a family.

Page 55

**Inferential:** How do you picture what Mrs. Beale did, when Maniac talked trash?

**Response:** I see her completely shocked and angry about what Maniac had said which causes her to walk over to him and slap him hard across the face until he stops saying the bad words. I can even hear the sound of her hand hitting his cheek.

**Follow-Up Question:** Why do you think Maniac was happy she did that and hugged her for it?

**Response:** I think he was happy because he felt like he had a family, since it is normal for a parent to punish a child for using bad words.

Page 57

**Literal:** In what way was Maniac blind?

**Response:** He was blind because he couldn't see what things meant; he could only see concrete objects that were right in front of him.

**Follow-Up Question:** What can you picture will happen because of this problem?

**Response:** I can see him getting in a lot of trouble by someone; even though, he might not realize what he has done wrong. I can also see him getting blamed for something he did not see coming.

Page 58

**Inferential:** Why did it take so long for Maniac to realize that people disliked him?

**Response:** He was so happy with his new family that he thought he belonged with them, and therefore felt that he belonged in the community. He did not realize he was different and that people do not like something different.

**Follow-Up Question:** Do you think he does not belong in East End or with the Beales because he was different?

**Response:** I think he belonged with the Beales because he was happy and it did not matter whether he was different or not because all families are different. However, I think that he should not be in a town that hates him for those differences.

**Independent Practice:** The students will read chapter 17 and draw a picture of an important event that happened in the chapter. On the back of the drawing they will write a four sentence summary about the event and why they think the event is important. This will be a great way to combine visualizing and summarizing and wrap up the lesson from the day.

Good job

**AFTER READING**



**Response Activities:** Students will be put into groups of five and each group will be assigned one of the chapters that we have read in class (i.e. chapters 12-16). Each group will reread the chapter they have been assigned and each member will fill out a *Frame it in Five* summarizing sheet, in order to help them develop their skits. They will then put together a 60:30:10:Shoot skit to perform in front of the class. The skits should summarize the events of the chapter they were assigned. Each skit must include a sixty second summary, a thirty second summary, a ten second summary, and finally a one second freeze-frame picture of the main idea of the chapter. Finally, each group will perform their skit for the class so that every student can learn about the events in the other chapters.

*Take this idea*  
J

**Independent Application of Comprehension Strategy:** For homework the students will reread chapters 13 and 14. They will then write a two paragraph journal entry from Maniac Magee's perspective; in which they visualize what it is like to live with the Beales. The entry should include a variety of sentence structures, as well as, some examples from the chapters.

## ENGAGING ALL STUDENTS

This lesson will be adapted to meet the needs of all students in many ways. For instance I have many different activities that follow the lesson; such as, a writing activity, a drawing activity, and a creative drama activity to engage all students and support multiple intelligences. For struggling readers, all of the chapters will be read in class so that I can monitor everyone's comprehension. Also, most of the chapters will be reread or presented on, so that the whole class has a chance catch things they might have missed while reading it the first time.

During instruction, I will have a wait time of three seconds before I pick on a student to answer a question. This will give students who are normally more quiet and opportunity to respond. Also, I will make sure I call on everybody once before I call on someone again, so that I can hear from everyone and help those who might be struggling with a concept. Also all of the directions I give will be both said aloud and written down for each activity. That will allow students to not only hear what I am saying, but if they are confused or have missed something to be able to read the instructions again before doing the activity. This might also help for students who are struggling with reading because they get to hear the directions as well as see them.

During response activities that are independent, such as the picture of the event and the journal entry, students will have a short rubric to fill out about how they felt they did on the activity. This is a way for the students to evaluate their own work, and it also lets me know who might be struggling and how I can help them out. For the "Frame it in Five" assignment, students will work together to fill it out so that struggling readers can get help from their peers. However, each member will have to fill out their own assignment so that they all get the benefit of individual practice. Also, the "Frame it in Five" assignment will be a great starting point for students who might struggle coming up with skit ideas because they will already have a short, written summary of the chapter in front of them. In addition, each group member will be given a specific role; such as, leader, recorder, time keeper, or encourager. It will be the time keeper's job to make sure that all the members of the group are on task. This will help me ensure that the groups are staying on track with out having to physically be everywhere at the same time.

*sk- good at this  
get for  
into have  
practice  
adding  
skit  
also.*

*good thinking  
nice  
scaffolding  
to foster  
support for  
skit*



## EVALUATION

### Objective #1: (Reading comprehension)

For the response journal students will be graded on whether the journal was two paragraphs long, used a variety of sentence structures, and provided examples from the chapters. They will also be graded on whether the entry was written from Maniac's point of view and uses pronouns such as *I* and *we*. Finally, the entry must be about what it is like living with the Beales. yes!

### Objective #2: (Reading response)

**Frame it in Five:** They will be graded on whether they complete all five sentences on the worksheet, and that the sentences addressed the main events of the chapter they were assigned.

**60:30:10:Shoot:** The students will be graded on whether the skit summarizes the events of their assigned chapter. Also that the skit contained 60, 30, and ten second summaries of the chapter; and that they had a freeze-frame picture of the main idea or most important event from the chapter. In addition, the students will be graded on whether everyone is participating in the scene and on whether the students are getting opportunities to play different characters for each part of the skit. Finally, the students will be graded on whether they are good audience members for the groups that are presenting. ✓

### Independent Practice:

The independent practice will be graded on the picture they drew. The picture should be of an event that happened in Chapter 17. They will also be graded on whether their summary is four sentences or not, and if it summarizes the event displayed in the picture. Finally, whether the summary contains a sentence or two about why the event is important.

### Rubric Examples:

#### Comprehensive Objective: (Journal Entry)

3-Great Job!	2-Getting There!	1-Not Quite There Yet!
My journal entry was two paragraphs long	My journal entry was one paragraph long	My journal entry was three sentences long.
I used many different sentence structures and provided lots of examples from the chapters	I used a few different sentence structures and provided some examples from the chapters	I used no different sentence structures and provided no examples from the chapters
I wrote the journal entry from Maniac's perspective and used pronouns such as <i>I</i> and <i>we</i>	I wrote the journal entry from Maniac's perspective but did not always use pronouns such as <i>I</i> and <i>we</i>	I did not write the journal entry from Maniac's perspective
I wrote about what it would be like to live with the Beales	I wrote about what it would be like to live with the Beales, but still got a little off track	I did not write about the Beales at all

#### Response Objective: (Frame it in Five)

3-Great Job!	2-Getting There!	1-Not Quite There Yet!
I completed all five sentences	I completed 3-4 sentences to	I completed less than three

to summarize the chapter	summarize the chapter	sentences to summarize the chapter
All of my sentences addressed important events from the chapter	Some of my sentences addressed important events from the chapter	Few of my sentences addressed important events from the chapter

**Response Objective: (60:30:10:Shoot)**

<b>3-Great Job!</b>	<b>2-Getting There!</b>	<b>1-Not Quite There Yet!</b>
Our skit summarizes the chapter	Our skit summarizes parts of the chapter	Our skit does not summarize the chapter at all
Our skit includes all four parts	Our skit includes 2-3 parts	Our skit includes only one part
All of the members of the group were involved in the skit	Most of the members of the group were involved in the skit	Only a few of the members were involved in the skit.
Each member played a different character for every part	Some members played the same character for certain parts	All the members played the same character for everything
I was a respectful audience member for the other groups and did not disrupt their performances	I was a respectful audience member for the other groups, but did interrupt occasionally	I was a completely disrespectful audience member for the other groups

**Independent Practice:**

Picture of a main event in the chapter \_\_\_\_\_/5points  
 4 sentence description of the event in the picture \_\_\_\_\_/3points  
 1 or 2 sentences explaining the importance of the event \_\_\_\_\_/2points  
**Total:** \_\_\_\_\_/10 points

## **WORKSHEETS/RESPONSE PROMPTS:**

### **Reading Comprehension Activity:**

**Journal Entry Prompt:** Write a two paragraph journal entry from Maniac's point of view; in which you visualize what life would be like living with the Beale's. Use detailed examples from Chapters 13 and 14 to help support your journal entry. Also used varied sentence structures and proper grammar in your entries.

### **Reader Response Activities:**

**60:30:10:Shoot Directions:** In your groups create a skit that summarizes the events of the chapter your group has been assigned. The skit must include.....

1. A sixty second summary of the chapter
2. A thirty second summary of the chapter
3. A ten second summary of the chapter
4. A freeze frame picture of the main idea or most important event from the chapter

Also, all members of the group must be in every part of the skit, and the same person cannot play the same character in every part of the skit. Finally, the skits will be performed in front of the class.

**Frame it in Five Summary Sheets:** Every group member must complete one of these for the chapter they are assigned.

**FRAME IT IN 5**

**CHAPTER \_\_\_\_\_**

The chapter begins when \_\_\_\_\_

\_\_\_\_\_

After that, \_\_\_\_\_

\_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

Then, \_\_\_\_\_

\_\_\_\_\_

The chapter ends when \_\_\_\_\_

\_\_\_\_\_

